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ABSTRACT

Despite the community college's historical commitment to the availability of comprehensive education for all citizens, Hispanics have yet to receive a fair share of programs and services. General demographic data, as well as regional and national longitudinal studies, reveal that Hispanic participation and success in all levels of the educational process are not proportional to the ratio of Hispanics in the total population. In addition, the number of Hispanic professionals in higher education has never come close to being proportional to the number of Hispanics in the total population or to the number of Hispanic students. Even in community colleges, which have traditionally enrolled the majority of Hispanic students, the proportion of Hispanics who graduate is significantly less than that of Whites or Blacks. To ameliorate this situation, community colleges should rely less upon traditional English-language instruction and provide more bilingual programs. These programs would insure a much needed boost in enrollment, and, at the same time, help the colleges meet the promise of equal educational opportunity. In addition to providing a brief history of the community colleges since 1901 and a discussion of the philosophical bases, functions, and purposes of the community college, the report contains numerous data tables presenting demographic data about Hispanics and other ethnic and racial groups in the United States. (JP)

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Topical Paper No. 18

HISPANICS AND COMMUNITY COLLEGES

Alfredo G. de los Santos, Jr.

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HISPANICS AND COMMUNITY COLLEGES

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Let me relate, first, the de los Santos' version of an Aesop fable. Actually, I am not sure that there is such a fable in Aesop's collection. I came from a disadvantaged family, and we never had such luxuries as books to read; the stories we heard from our families were very Mexican. In any case, to my fable.

Once upon a time in a section of the forest there lived a little fox, and close by in the swamp there lived a crane. When the fox went to the swamp to drink water, they talked to each other, as animals in the forest naturally do. One day the fox invited the crane to come over to his house for dinner, and the crane accepted the invitation.

The fox, as foxes usually do, served the food in little plates and shallow bowls, the type of dishes that allows foxes to lap up the food without any difficulty. The crane, with its long, narrow beak, could not partake of the food at all. In fact, he barely got the tip of his beak wet. He was very hurt, but he did not say anything to the fox, who in effect had invited him and was his host.

So the crane, instead of complaining to the fox, invited him over to **his** nest for dinner. The fox accepted and came to dinner on the date specified. The crane, as cranes usually do, served the food in long, narrow, tall vases, the type of dishes that allows cranes to eat their food without any difficulty. The fox could not partake of the food at all. In fact, he could just barely take a few laps with his tongue of the food at the top of the vases. He was very hurt, but he did not say anything to the crane, who in effect had invited him and was his host.

They parted, never to talk to each other ever again. And, to this date, the crane and the fox never talk to each other; in fact, they are bitter enemies.

Think of applying this fable to education. Think of the students who come to our institutions, students who are either cranes or foxes, but to whom we offer food either from long, narrow, tall vases or from shallow bowls, assuming that both can partake in equal portion.

In this paper, I will first briefly note the historical and philosophical perspectives of community colleges and the function and purposes generally assigned to them, and then I will present a report on the status of Hispanics in community colleges in the late 1970's with some recommendations for the 1980's. Unfortunately the scarcity of reliable and comprehensive longitudinal data and, particularly, comparable data, limits somewhat the conclusions that can be drawn.

For these purposes the paper is divided into the following sections: (a) some historical perspectives of community colleges; (b) their philosophical bases, with my own definitions of some of the basic terms; (c) the accepted functions and purposes of the community colleges; (d) general demographic data about Hispanics in the United States, including enrollments and achievements in educational institutions; (e) Hispanics in community colleges; and finally, (f) some recommendations and questions for community colleges.

Historical Perspectives

As one looks at the historical developments of the community colleges in the United States, it is relatively easy to divide this history into three main eras or stages: (a) from the beginning until the end of World War II, (b) from 1945 to the late sixties, and (c) the era we are now in.

Beginning to World War II. The community colleges resulted from a struggle between conservative and liberal thought in America during the late 1800's and early 1900's (Blocker, p. 32). Such higher education leaders as Henry Phillip Tappan, William F. Folwell, and William Rainey Harper thought that the university should pattern itself on the German model, devoting itself to graduate and professional training and research. They argued that lower-division instruction was the function of secondary schools similar to the German gymnasia or of institutions that would be created when the four-year colleges discontinued upper-division work to become "junior" colleges associated with secondary schools. It was Harper, in 1892, who separated the first and last two years of the new University of Chicago into the "Academic College" and the "University College," which four years later were changed to "junior college" and "senior college," respectively, perhaps the first use of the terms (Thornton, pp. 46-47). Harper was instrumental in the founding of several public junior colleges, including the oldest extant public junior college, Joliet Junior College, established in 1901.

During the four to five decades after the first junior college was established, the institutions were just that—institutions "junior" to four-year higher education institutions. The main concern of the junior colleges at this time was for equitable recognition by four-year colleges and universities and for the acceptability and transferability of credits they taught. Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, wrote in 1975, "The orientation was toward a model of 'higher education' with emphasis upon a vertical dimension—the junior college for two years, the four-year colleges, graduate schools, etc. Two years of that academic hierarchy was the chosen domain of the junior or two-year college" (Gleazer, July 1974, p. 1).

During these years, the junior colleges emulated the four-year colleges and universities, both in curriculum and in instructional methods. It is safe to say that, compared to today's offerings, the educational programs were narrow, limited to the liberal arts and general education. The methodology was primarily that used at the "higher" institutions. The students served were, for the most part, rather homogeneous. This was generally true until the end of World War II.

From 1945 to the Late 1960's. As the war ended, the returning G.I.'s, taking advantage of educational and other benefits provided by a grateful country, flocked to colleges and universities by the thousands. Access to higher education was made easily available to them. It was in this period that the Truman Commission on Higher Education called for expanded educational opportunities beyond the high school (President's Commission). This commission, as well as other task forces and educational organizations, called for a more flexible and broader curriculum, for low tuition, and for the establishment of more institutions where people of all ages could attend at low costs.

At the same time the post-World-War-II economy in our country—a growing, expanding economy—welcomed the G.I. with his experience, maturity, training, and education. American business and industry were adapting for peacetime use large numbers of the scientific and technological advances made as a result of the war. People felt the road to success in our society was paved with a college education. The growth of higher education was great, and the expansion of the junior colleges dramatically outpaced the growth in other segments of higher education.

But the ex-G.I.'s impact on American higher education—and specifically on junior colleges—was greater than just increased enrollments. To begin with, the veterans were not a homogeneous group of students with more or less the same educational background and preparation. Some had already done some college work, others were high school graduates, but the majority had just a few years of schooling. Yet all needed—and demanded—an education. I remember when I was a student in the junior college in my hometown of Laredo, Texas, seeing veterans who were enrolled in an accelerated basic adult educational program: some were in the fourth and fifth grade, and they progressed through high school (GED) and on to college-level work, all this at the one institution—the junior college.

At the same time, as business and industry expanded, the need for people prepared to function at a less-than-professional level was increasing. The need for skilled craftsmen, technicians, paraprofessionals and midmanagers was great. Blocker, Plummer, and Richardson wrote in 1965 that "the needs of society actually shape and dictate the breadth and scope of education programs. . . . It is clear that the manpower resources of the United States must be

fully developed both qualitatively and quantitatively" (Blocker). These two pressures, then, forced the junior colleges to broaden their curricular offerings to attempt to meet the needs of the students and the requirements of the community, particularly the employers. The ex-G.I. also taught the junior colleges a couple of other lessons. One was that high school grades and scores on national normative tests were not too useful in predicting achievement in the classroom. The other was that traditional methods of instruction were not very effective or efficient.

Another significant action that affected the development of the junior colleges was the 1954 **Brown vs. Topeka Board of Education** ruling by the U.S. Supreme Court which said that "separate but equal" was not necessarily so. This, plus a number of other studies and reports, pointed out that minorities were not receiving equal treatment under the dual education system. Minorities, then, began to enroll in the junior colleges in increasing numbers.

Yet another factor was the Civil Rights Act of 1964, which mandated in Title VI that "no person shall be discriminated against because of his or her race, color, or national origin in any program or activity that receives federal financial assistance." This, together with the availability of federal student aid programs, opened higher education to segments of our society that had not been served well before.

In the 1960's the concept of the open-door policy was more or less crystalized and gained acceptance. It was in this decade also that the offering of a diversified program of instruction was brought into sharper focus. The word "community" was used to refer to institutions that viewed themselves as having two main instructional tracks–two-year vocational/technical/occupational programs and the first two years of transfer courses for what are normally four-year baccalaureate programs. For example, the enabling legislation passed in the Commonwealth of Pennsylvania is called "The Community College Act of 1963." In its report on the open door college, the Carnegie Commission indicated that it ". . .favors the comprehensive community college with academic, occupational, and general education programs as against more specialized two-year colleges" (Carnegie).

Thus, the end of the decade of the sixties saw the community colleges still booming, with the primary goal of preparing students for entry into the labor market, either directly after graduation from vocational/technical/occupational programs or indirectly, upon completing degree requirements of four-year colleges of universities to which they transferred. But things changed rapidly in the seventies.

The Present Era. The 1970's, then, represent the new era of community college development. The country found itself in an unusual economic situation, a combination inflation-recession. As employment shrank, people with college degrees ended up in the unemployment lines. Enrollments began to decline or at least to stabilize. Suddenly people began to doubt the value of an education. Legislatures which had supported community colleges began to look more closely at appropriations and to limit funds. All educational institutions began to re-evaluate their enrollment projections and to re-assess goals and objectives.

People began to talk about life-long learning and meeting the needs of the individual. Gleazer wrote in 1974 that "our paramount goal is not to produce technicians for the nation's economy. Our aims are not fulfilled in a national manpower policy. . . ." (Gleazer, July 1974, p. 3). He said that the community colleges in providing service should not take their cues "from the conventional and traditional ways of education. To accommodate to the recognized and authorized structures of higher education is not the most essential matter" (Ibid., p. 3).

Gleazer further said that community colleges have to "relate to man's most compelling problems" if they are to continue in the future to enjoy the support they have had in the part" (Ibid., p. 3). He refers to community colleges as education resource centers for the whole of the community. The terms he has coined—the "in" terms now for community colleges are **community-based**, **postsecondary**, and **performance-oriented** (Gleazer, January 1974).

The first extant community college was established in 1901. Thirty years later there were 469 in existence, and by 1951 there were 597 (Gleazer, 1967, p. 5). Since 1952 the growth of the two-year colleges has been startling. In the twenty-year period 1952-72, 544 new community colleges were established. Between 1955 and the early 1960's, institutions were built at an annual rate of twenty-five to thirty. In the late sixties the average annual number of new community colleges exceeded one a week. In 1977 the total number of community colleges was 1235 (Drake, p. 2).

Enrollment statistics reflect the fact that Americans are taking advantage of the educational opportunities offered by community colleges. In 1950 the number of students enrolled in two-year colleges was just below 580,000. By 1960 enrollment had grown to slightly more than 660,000 (see Table 1). Enrollment soared to almost 2.5 million by 1970. Five years later, in 1975, the enrollment barely exceeded four million. In 1977 the enrollment exceed 4.3 million students (see Table 2).

TABLE 1

Community/Junior Colleges
Number and Enrollment, 1900-1960

Year	Number	Enrollment
1900	8	100
1930	469	97,631
1940	610	232,162
1950	597	579,475
1960	678	660,216

Source: Edmund J. Gleazer, Jr., *An Introduction to American Junior Colleges.* Washington, D.C., American Council on Education, 1967, p. 5.

TABLE 2

Growth in Number and Enrollment of
Community/Junior Colleges, 1970-1977

Year	Number	Enrollment
1970	1,091	2,499,837
1971	1,111	2,680,762
1972	1,141	2,866,062
1973	1,165	3,144,643
1974	1,203	3,527,340
1975	1,230	4,069,279
1976	1,233	4,084,976
1977	1,235	4,309,984

Source: Sandra L. Drake, *1978 Community, Junior, and Technical College Directory.* Washington, D.C., American Association of Community and Junior Colleges, 1978, p.2.

Philosophical Bases

One cannot really begin to discuss the philosophical bases of the community colleges without first discussing at least two of the basic principles upon which the American educational system is based. The first is that a democracy, if it is to function and progress, needs well-educated citizens. Our forefathers, even before the nation was founded, provided for schooling of the citizenry. This principle of providing educational opportunities has been fundamental to American society, and we have implemented it to such an extent that free public education is universally available through the high school level and in some states through the fourteenth year or community-college level.

The second principle central to the American system of education is the concept of individual worth—each individual has something to contribute to the society. It follows that one ought to have the opportunity to develop one's natural ability as much as he or she is able and motivated to do so. The community colleges, building on these two philosophical foundations, are attempting to prove that they are really "the people's colleges," "democracy's college of the century," by adopting and implementing a philosophy that I will now try to explain by defining three basic terms: **open-door**, **community**, and **comprehensive**.

Open-Door Admissions Policy. The term "open-door," as applied to community colleges, relates to the admissions policy of an institution. The admissions policy is quite simple: any person is eligible for admission who has attained a high school diploma or its equivalent or who is over eighteen years of age and seems capable of profiting by the instruction. Some community colleges have an open-door, non-selective admissions policy but have established rather strict criteria for enrollment in certain programs, particularly some vocational/technical/occupational programs.

Community – Three Definitions. The term **community** has to be defined in at least three parts. The first is that the community college is committed to study the needs of industry, business, government, and the professions for educated/trained personnel and to attempt to serve these needs through its course offerings and services. Most community colleges, in planning and implementing their vocational/technical/occupational programs, first attempt to determine the needs of the communities they serve. Many have community advisory committees made up of knowledgeable people who can advise the institutions about manpower needs. Most have individual program advisory committees often charged with designing the curricular programs to meet the needs in a vocational field as identified by these committee members.

The second definition of the term **community** is that the community college attempts to reach **all** segments of the community it serves. To me this means that community colleges will try to serve not only the Anglo, or the American Indian, or the Black, or the Chicano, the young or the old, the rich, the middle-class, or the poor—but all people whose needs are not being met. To some degree community colleges have done this; however, there are some who feel that a lot of work has yet to be done. Specifically, some believe that while community colleges have provided **access** to higher education for all segments of the community, the retention rate for certain groups is not as high as it should be.

The third part of the definition of the term **community** relates to a perceived need by community college people to take the institution and its services to the community instead of forcing the citizens of the community to come to one central campus. Many community colleges are dedicated to the concept that their entire district is their campus. Consistent with this broad definition of campus, they attempt to serve their clientele at multiple locations and educational service centers located throughout the district.

Comprehensive. The third term which I want to define is the word **comprehensive**, and I want to define it in at least two parts. The first part pertains to the instructional programs of the community college. If the institution is going to attempt to serve the needs of the employers on the one hand and the students on the other—and the student population is extremely diverse and heterogeneous—the community college has to offer very comprehensive educational programs. Most community colleges list six or seven objectives or functions, but the instructional objectives involve four different types of programs: (a) the university parallel or transfer programs, (b) the vocational/technical/occupational programs, (c) the developmental programs, and (d) adult and continuing education (see section on **Functions and Purposes**).

The second part of the definition of **comprehensive** relates to a concomitant function of a comprehensive educational program designed to serve the needs of a heterogeneous student population, what the people who are in the field refer to as student development services, with guidance and counseling as the foundation. A society that values the worth of the individual and stresses the concept of individual responsibility and personal freedom tries to protect the right of the student to make choices and to take the consequences of his decisions, right or wrong. However, the community colleges feel that the student must have adequate information about the nature and purposes of the different programs available, about himself and his educational objectives and capabilities, and about the opportunities for employment that might be available for those who have certain knowledge and skills.

Beyond this are the other integral and important components of a good student-development program: recruitment, admissions and student records, financial aid, health services, student activities, student government, housing, job placement and follow-up, transfer, and similar activities. Undergirding the whole of the philosophy and functions which appear in their published literature is the commitment by the community colleges to good teaching. Throughout the country, community colleges, I believe, are much more concerned with the effects of the teaching-learning process than are any other segment of American higher education.

Community College Functions and Purposes

Because I alluded to the functions and purposes of the community colleges in previous sections of this paper, we need not do more here than to list them. The latest I have seen are in a bill passed by the Texas legislature, Senate Bill 358. This bill, which became effective on June 15, 1973, says that the "purpose of each public community college shall be to provide:

1) technical programs up to two years in length leading to associate degrees or certificates;

2) vocational programs leading directly to employment in semi-skilled and skilled occupations;

3) freshman and sophomore courses in arts and sciences;

4) continuing adult education programs for occupational or cultural upgrading;

5) compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;

6) a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals; and

7) such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of postsecondary education in Texas."

General Demographic Data on Hispanics in U.S.

The National Center for Education Statistics reported that the "age distribution of population groups that claim a definite origin differ considerably

from one another. Among them, the Spanish population is youngest: more than one-half were under 26 years of age in 1975" (NCES, 1977, p. 4). In 1975 persons of Spanish origin made up approximately 5 percent of the total population in the United States 4 years old or older (see Figure I). While the percentage of 4- to 25-year-olds in the total population in 1975 was 42, the percentage in the Hispanic population was 54, a proportion larger than any other minority group shown on Figure II. A higher percentage of the Hispanic population than the national proportion was also between the ages of 19 and 25 years (NCES, 1977, p. 8).

The Bureau of the Census reported in March 1978 that 41.8 percent of the population of Spanish origin was 17 years of age or younger, compared to 29.6 percent of the total population (see Table 3).

The median age of the Spanish origin peoples was 22.1 years in March 1978, 7.4 years less than the median age of the total population (U.S. Department of Commerce, p. 5). The Hispanic people are a very young segment of the total population of this country–very young indeed.

Another very important fact about the population of Spanish origin in this country is that the vast majority live in metropolitan areas. The Bureau of the Census reported that in March 1978, while 66.2 percent of the total population lived in metropolitan areas, the percentage of Spanish-Americans who lived in metropolitan areas was 85.4. Almost twice as many (51.1%) live in the central city areas as do the total population (26.8%) (see Table 4).

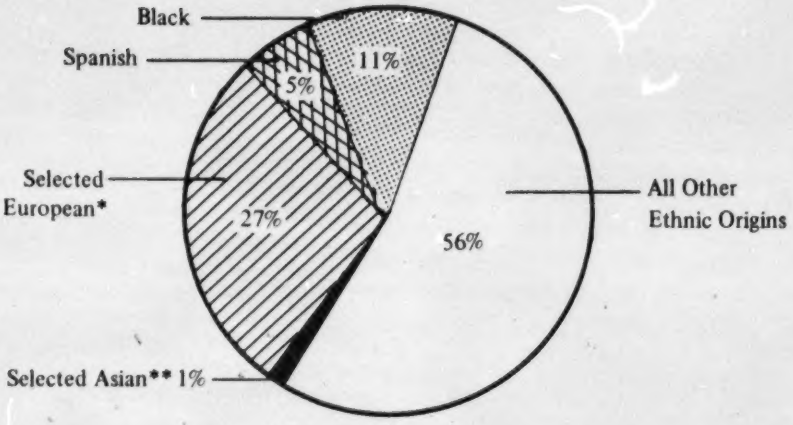
Spanish-Americans also retain the use of their mother tongue to a much greater degree than do other ethnic minorities generally. The National Center of Educational Statistics reported that in 1975 "about 85 percent of the Spanish-origin population lived in households in which Spanish was spoken as the usual or other household language and nearly half of the Spanish-origin population spoke Spanish as their own usual individual language" (NCES, 1977, p. 5). For details see Figure III.

Language and Educational Participation. It is clear that "persons who usually speak a language other than English do not participate in the educational system to the same extent as those who usually speak English" (NCES, 1977, p. 94).

The Bureau of the Census reported that, while 3.6 percent of the total population who were 25 years of age or older in March 1978 had completed less than five years of school, almost five times as many (17.2%) of the Spanish-origin population were in this category. An unusually large percentage (23.1%) of the Mexican-origin population in this age grouping had completed less than five years of schooling. Of those who were between 25 and 34 years of age 15.3

FIGURE I

ETHNIC COMPOSITION OF THE POPULATION 4 YEARS OLD AND OVER, JULY 1975



*German, Italian, English, Scottish, Welsh, Irish, French, Polish, Russian, Greek, Portuguese.

**Chinese, Japanese, Filipino, Korean

Source: National Center for Education Statistics, July 1975 Survey of Languages

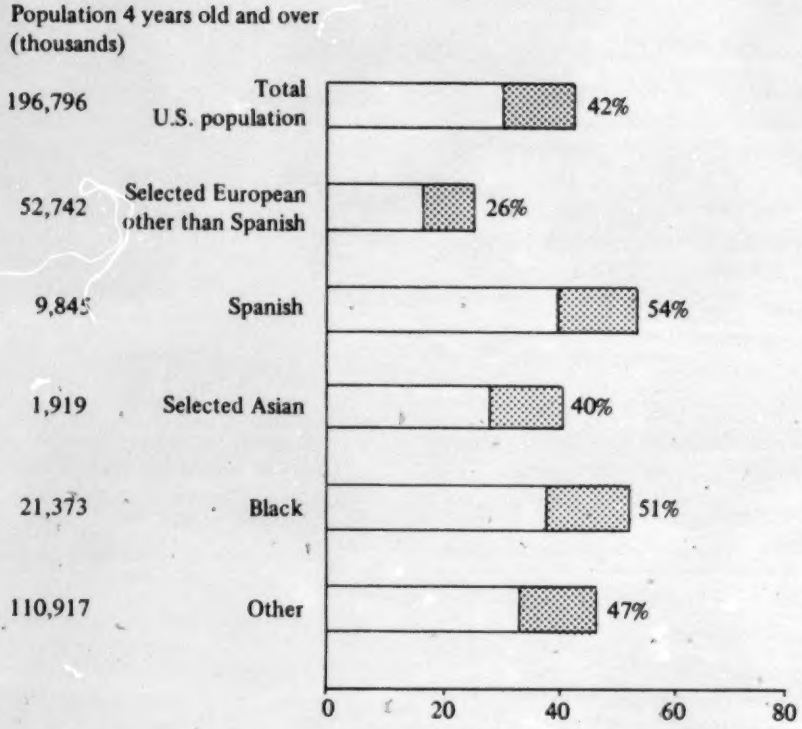
percent of the Spanish-origin population had completed less than five years of schooling compared to 2.0 percent of the total population. More than seven times as many! (see Table 5).

The National Center for Educational Statistics reported (see Figure IV) that only 15 percent of the persons of Spanish origin who usually speak Spanish, who live in households where Spanish is spoken, and who were between 19 and 25 years of age (one of the two prime college-age groups) were enrolled in the educational system. Only 9 percent of those 26 to 34 years old (another prime college-age group) were enrolled (NCES, 1977, p. 95).

Figure V provides additional information that relates language characteristics to participation (rather nonparticipation) in the educational system. This chart shows that while a little over 10 percent of the total population between the ages of 14 and 25 years had not completed four years of high school and were

FIGURE II

AGE COMPOSITION OF ETHNIC GROUPS



Source: National Center for Education Statistics, July 1975 Survey of Languages.

Population 4 to 18 years old

Population 19 to 25 years old

TABLE 3

TOTAL AND SPANISH ORIGIN POPULATION BY AGE AND TYPE OF SPANISH ORIGIN

(For the United States, March 1978)

Age	Total Population	Spanish Origin						Not of Spanish Origin[1]
		Total	Mexican	Puerto Rican	Cuban	Central or South American	Other Spanish	
All ages. . . (thousands)	214,159	12,046	7,151	1,823	689	863	1,519	202,113
Percent. . .	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years	7.2	12.6	13.9	11.3	5.7	9.4	13.4	6.8
5 to 9 years	7.9	11.5	11.8	13.6	6.8	9.2	10.6	7.7
10 to 17 years	14.5	17.7	17.3	21.1	13.4	14.8	18.9	14.4
18 to 20 years	5.8	6.2	6.6	5.2	5.2	5.8	6.1	5.8
21 to 24 years	7.1	7.8	8.4	6.2	5.4	6.7	8.1	7.1
25 to 34 years	15.4	15.7	16.1	16.4	11.4	21.2	12.4	15.5
35 to 44 years	11.1	11.0	10.2	11.5	14.4	16.6	10.0	11.1
45 to 54 years	10.8	8.4	7.8	8.2	15.3	8.1	8.6	10.9
55 to 64 years	9.6	4.8	4.2	4.4	9.2	5.1	5.8	9.9
65 years and over	10.5	4.3	3.7	2.3	13.3	3.1	6.1	10.9
18 years and over	70.4	58.3	57.0	54.0	74.1	66.7	57.1	71.1
21 years and over	64.6	52.1	50.4	48.8	68.9	60.8	51.0	65.3
Median age . . . (years)	29.5	22.1	21.3	20.3	36.5	26.8	21.5	30.0

[1]Includes persons who did not know or did not report on origin.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 328, p. 5.

not enrolled during the 1974-75 school year, the percentage for those persons of the same age group who were Hispanic was more than double, approximately 25 percent (NCES, 1977, p. 98).

Fifteen percent of those who claimed Spanish-origin and who lived in households where only English was spoken had dropped out of high school. However, 45 percent of those persons who were between the ages of 14 and 25 years (who should be in high school or in college) who claimed Spanish origin and who lived in households where Spanish was usually spoken had dropped out of high school. **Forty-five percent!!** Compared to 14 percent in Spanish households where English was usually spoken.

Longitudinal studies, both regional and national, also indicate that Hispanics do not participate in the higher, post-secondary educational systems in proportional ratios and therefore do not derive from these systems the benefits that the total population does. A significant regional report, *Access to College for Mexican-Americans in the Southwest*, published in 1972 by the College Entrance Examination Board, provided an insight into the participation of Chicanos in the institutions of higher education in five Southwestern states (Arizona, California, Colorado, New Mexico, and Texas) and concluded that in the fall 1971 semester "an estimated 144,000 Mexican-Americans were undergraduates in Southwestern colleges. Although this represents a 14 percent increase over the previous fall the figure would need to be increased by at least 100,000 to provide a number proportional to the norm for college-age population representation" (Ferrin, P. 1).

Five years later, in the fall 1976 semester, conditions had not improved. Martinez, who did a follow-up study of the CEEB survey as part of his doctoral studies at the University of Colorado, concluded that "over the last five years, the enrollment pattern for Mexican-American students has not improved significantly from that reported in 1971" (Martinez, p. 76).

The National Longitudinal Study, which is a six-year follow-up of the graduates of the high school class of 1972, asked for types of participation and examined results. Figure VI indicates that only 47 percent of the Hispanic high school graduates enrolled in postsecondary education compared to 56 percent of the whites and 50 percent of the blacks. By 1974 only 31 percent of the Hispanics were enrolled compared to 39 percent of the whites and 34 percent of the blacks (Martinez, p. 99).

Table 6 indicates that 7.3 percent of the Hispanic students had completed a bachelor's degree or higher by 1976 compared to 19.2 percent of the whites and 12.1 percent of the blacks. Approximately 47.6 percent had no higher education compared to 41.2 percent of the whites and 47 percent of the blacks (Martinez, p. 130).

TABLE 4

METROPOLITAN-NONMETROPOLITAN RESIDENCE OF ALL FAMILIES AND SPANISH ORIGIN FAMILIES BY TYPE OF SPANISH ORIGIN IN PERCENT

(For the United States, March 1978)

Area	Total Families	Spanish Origin Families					Families not of Spanish Origin[2]
		Total	Mexican	Puerto Rican	Cuban	Other Spanish Origin[1]	
Metropolitan Areas	66.1	85.4	81.0	95.2	97.3	86.3	65.2
In Central Cities	26.8	51.1	46.3	79.0	37.1	47.5	25.6
Outside Central Cities	39.3	34.3	34.7	16.2	60.2	39.0	39.5
Nonmetropolitan Areas	33.9	14.6	19.0	4.8	2.7	13.7	34.8

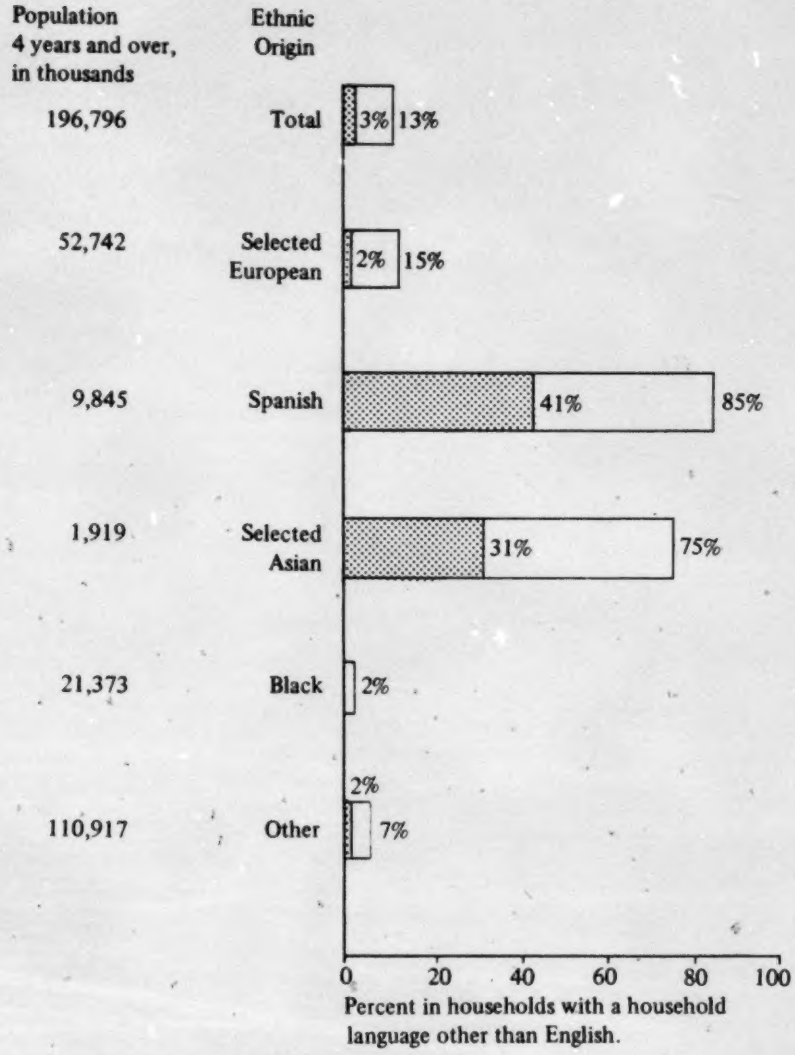
[1]Includes families of Central or South American origin and other Spanish origin.

[2]Includes families with head who did not know or did not report on origin.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 328, p. 6.

FIGURE III

LANGUAGE USAGE



Source: NCES, July 1975 *Survey of Languages*.

Individual language usually spoken

Other than English

English

20

TABLE 5

PERCENT OF THE TOTAL AND SPANISH ORIGIN POPULATION 25 YEAR OLD AND OVER BY YEARS OF SCHOOL COMPLETED, TYPE OF SPANISH ORIGIN, AND AGE

(For the United States, March 1978)

Years of School Completed and Age	Total Population	Spanish Origin					Not of Spanish Origin[2]
		Total	Mexican	Puerto Rican	Cuban	Other Spanish Origin[1]	
PERCENT OF PERSONS WHO COMPLETED LESS THAN 5 YEARS OF SCHOOL							
Total, 25 Years and Over	3.6	17.2	23.1	15.0	9.3	5.9	3.0
25 to 29 years	0.9	5.7	7.6	4.3	(–)	1.0	0.6
30 to 34 years	1.1	9.6	12.6	8.2	(–)	3.5	0.6
35 to 44 years	1.7	11.2	15.9	12.4	2.2	1.7	1.1
45 to 64 years	3.6	24.9	34.3	23.0	10.2	9.3	2.7
65 years and over	9.5	45.0	65.4	(–)	20.5	19.2	8.7
PERCENT OF PERSONS WHO COMPLETED 4 YEARS OF HIGH SCHOOL OR MORE							
Total, 25 Years and Over	65.9	40.8	34.3	36.0	49.1	58.5	67.1
25 to 29 years	85.3	56.6	51.3	52.1	(–)	74.5	87.1
30 to 34 years	82.6	50.1	44.1	43.7	(–)	67.8	84.4
35 to 44 years	75.1	44.2	37.2	35.2	57.8	62.7	76.9
45 to 64 years	61.5	30.3	21.4	26.0	40.9	51.1	62.7
65 years and over	38.1	17.3	7.1	(–)	34.9	28.3	38.6
PERCENT OF PERSONS WHO COMPLETED 4 YEARS OF COLLEGE OR MORE							
Total, 25 Years and Over	15.7	7.1	4.3	4.2	13.9	13.8	16.1

[1]Includes Central or South American origin and other Spanish origin.

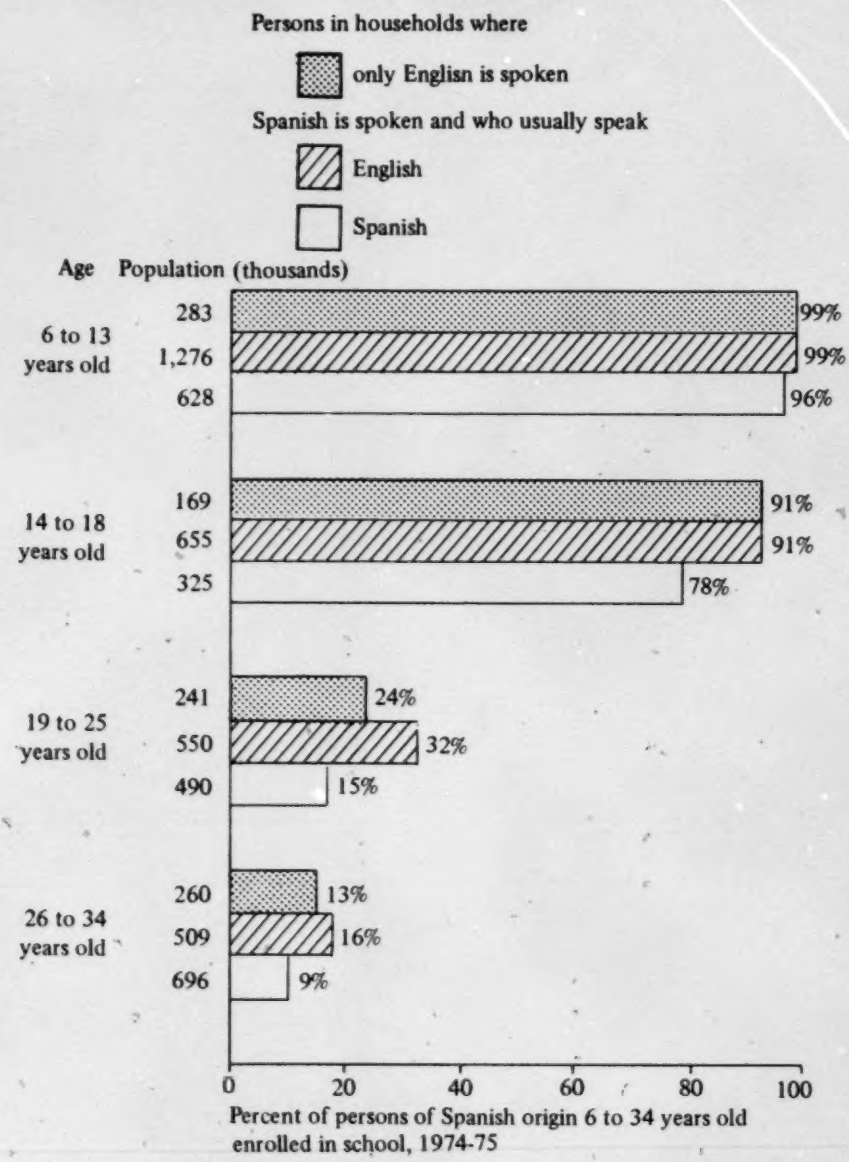
[2]Includes persons who did not know or did not report on origin.

(–) - Base of derived figure less than 75,000.

Source: U.S. Department of Commerce, Bureau of the Census, *Population Characteristics*, Series P-20, No. 325, p. 7.

FIGURE IV

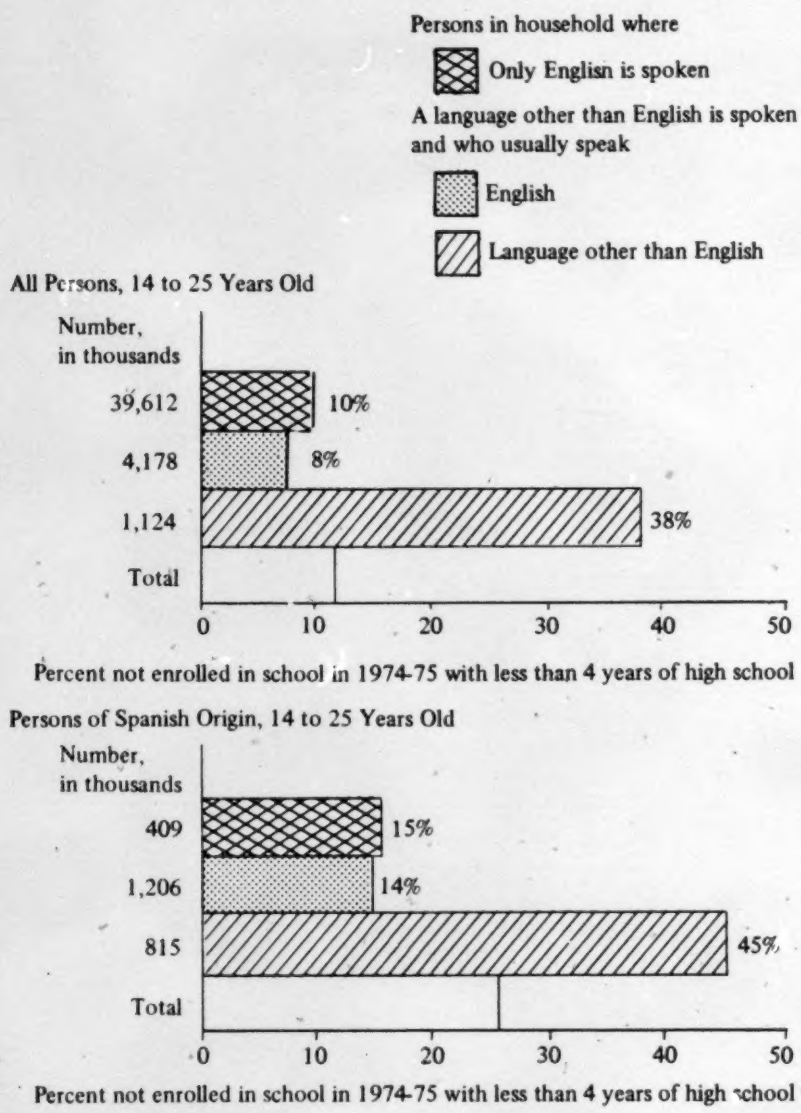
ENROLLMENT OF PERSONS OF SPANISH ORIGIN, BY LANGUAGE USAGE



Source: National Center for Education Statistics, July 1975 Survey of Languages.

FIGURE V

HIGH SCHOOL DROPOUTS,
14 TO 25 YEARS OLD BY LANGUAGE CHARACTERISTICS



Source: National Center for Education Statistics, July 1975 Survey of Languages.

Data issued by the Bureau of the Census indicate that what was true about the class of 1972 is generally true of the total population. Table 5 shows that in March 1978 only 7.1 percent of the population of Spanish origin had completed four years or more of college compared to 15.7 percent of the total population. Only 4.2 percent of the Puerto Rican and 4.3 percent of those of Mexican origin had completed four or more years of college (U.S. Department of Commerce, p. 7).

The U.S. Commission on Civil Rights reported that in 1976 the college completion rate for Mexican-American males was 32 percent of (or 68 percent below) the rate for majority males. The rate for Mexican-American females was 15 percent of (or 85 percent below) the rate for majority females. The college completion rate for Puerto Rican males was 18 percent of (or 82 percent below) the rate for majority males, while for Puerto Rican females the college completion rate was 12 percent of (or 88 percent below) the completion rate for majority females (U.S. Commission, p. 14).

Hispanic Professionals in Postsecondary Education. The number of Hispanic professionals in higher education has never come close to being proportional to the number of Hispanics in the total population or to the number of Hispanic students enrolled.

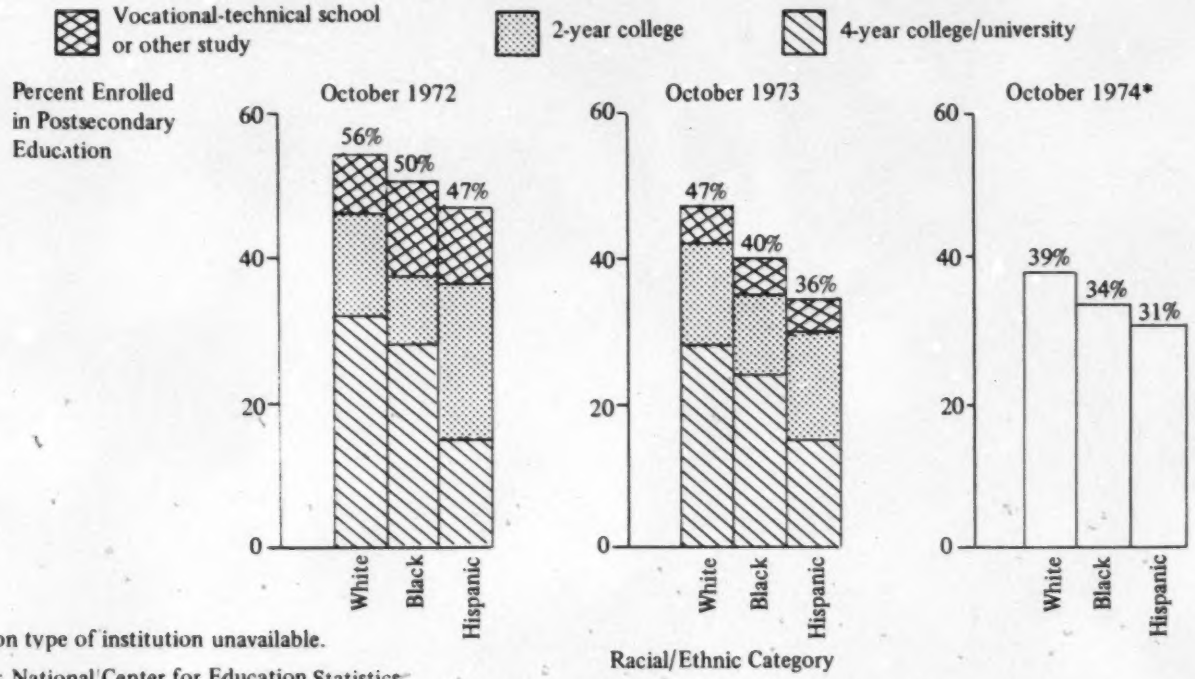
The College Board survey cited earlier reported that the Southwestern institutions of higher education had employed in 1971 "an estimated 1,500 Mexican-American full-time faculty members; this yields a ratio of one Mexican-American faculty member for every 100 Mexican-American students" (Ferrin, p. 1). The average ratio of full-time faculty to students at the time was approximately 1 to 20. The ratio of Mexican-American full-time student support personnel to Mexican-American students was 242 to 1 (Ferrin, p. 35).

Martinez in his follow-up study found that the "number of Mexican-American full-time professional staff in Southwestern colleges has decreased since 1971" (Martinez, p. 77).

In 1976 the number of full-time Hispanic faculty in institutions of higher education in the United States was about 1 percent of the total (see Table 7) with Hispanic males making up 1 percent and Hispanic females making up 0.4 percent. Of course, the largest absolute number and the highest percentage served at the assistant professor or instructor level (NCES, 1978, p. 194).

FIGURE VI

ENROLLMENT STATUS OF THE HIGH SCHOOL CLASS OF 1972 BY RACE OR ETHNIC ORIGIN



*Data on type of institution unavailable.

Source: National Center for Education Statistics.

TABLE 6

EDUCATIONAL ATTAINMENT OF THE HIGH SCHOOL CLASS OF 1972, BY RACIAL/ETHNIC GROUP: 1976

Racial/Ethnic Group	Total	Percentage Attaining: Bachelor's Degree or Higher	Some College	No Higher Education
White	100.0	19.2	39.6	41.2
Black	100.0	12.1	39.9	47.0
Hispanic	100.0	7.3	45.1	47.6
Other	100.0	12.4	36.7	50.8

Note: Details may not add to totals because of rounding.

Source: U.S. Department of Health, Education, and Welfare; National Center for Education Statistics; National Longitudinal Study of the High School Class of 1972, unpublished data.

Hispanics in Community Colleges

For a very long time the majority of Hispanics who enrolled in institutions of higher education have enrolled in community colleges. In fact in the late 1960's and early 1970's approximately three-quarters of all Chicanos enrolled in higher education were in community colleges. The College Board study indicated that 75,000 of the 100,000 Chicanos enrolled in public institutions of higher education in those 28 counties that had at least 50,000 Chicanos in 1970 were enrolled in community colleges (Ferrin, p. 21). A study of Chicanos in public higher education in California concluded that "Chicanos who enter public higher education can expect by present enrollment figures to have a 70 percent chance of attending a community college."

In later years, though, the percentage of Hispanics enrolled in the community colleges in relation to the total enrolled in institutions of higher education has

decreased somewhat. Table 8, which shows the full-time enrollment in institutions of higher education in the fall 1976 semester, indicates that approximately 41 percent of all Hispanics were enrolled in the two-year colleges (NCES, 1978, p. 118). In Texas, of all the Chicanos enrolled in semester-length courses in the fall 1976 semester, approximately 55 percent were in the community colleges (de los Santos, p. 6).

The proportion of Hispanics who graduate from two-year colleges, however, is significantly less than for certain other ethnic groups. Perez-Ponce, Barron, and Grafton, drawing on unpublished data from the National Center for Educational Statistics National Longitudinal Study of the High School Class of 1972 (see Table 9), reported that by October 1974:

> Where White and Black males completed associate degree work at 10.71 percent and 13.63 percent, respectively, Hispanic males ranked only at 5.23 percent. A similar pattern unfolded for women students. White and Black women ranked 17.91 and 10.45 percent, respectively, with Hispanic women ranking 8.78 percent (Perez-Ponce, p 7).

While Hispanics in the fall 1976 semester made up 7.1 percent of the aggregated total full-time enrollment in the community colleges (see Table 8), they earned only 4.6 percent of the associate degrees awarded by these institutions during the 1975-76 academic year (see Table 10).

The number of professional Hispanic faculty members working in the community colleges is significantly lower than the percentage of Hispanic students represented in the colleges and even lower than the proportion of the Hispanic community to the total communities served by the community colleges.

The College Board study discussed earlier shows that in 1971 in the community colleges in the five Southwestern states the ratio of full-time Mexican-American faculty members to full-time Mexican-American students was 1 to 124. The ratio of full-time student support personnel to full-time Chicano students was 284 to 1 (Ferrin, p. 35). By 1976 things had grown worse, as Martinez reported, since the number of professionals had actually decreased from 1971 (Martinez, p. 77). Vamos de Guatemala a Guatepeor!

National data on full-time Hispanic faculty in the community colleges are not readily available; however, since full-time Hispanic faculty represent less than 1.5 percent of the total full-time faculty members in the country (see Table 7), while Hispanic students make up 7.1 percent of the aggregate, full-time student enrollment, it can be assumed that the ratio of full-time faculty to full-time students is disproportionate.

TABLE 7

SEX AND RACIAL/ETHNIC COMPOSITION OF FULL-TIME FACULTY[1] IN INSTITUTIONS OF HIGHER EDUCATION, BY RANK: 1976

Rank	Total	Male						Female					
		Total	White[2]	Black[2]	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	Total	White[2]	Black[2]	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native
OTAL[3]	446,034	336,216	312,281	10,791	7,798	4,534	812	109,818	97,131	8,783	1,889	1,741	274
rcent	100.0	75.4	70.0	2.4	1.7	1.0	0.2	24.6	21.8	2.0	0.4	0.4	(–)
ofessors:													
mber	98,028	88,656	84,423	1,637	1,087	655	134	9,372	8,623	501	128	102	18
rcent	100.0	90.4	86.1	1.7	1.8	0.7	(–)	9.6	8.8	0.5	0.1	0.1	(–)
sociate Professors:													
mber	99,592	82,787	77,744	1,941	2,042	903	157	16,805	15,235	999	271	265	35
rcent	100.0	83.1	78.1	1.9	2.1	0.9	0.2	16.9	15.3	1.0	0.3	0.3	(–)
sistant Professors:													
mber	121,176	86,978	80,003	3,242	2,203	1,299	201	34,198	30,471	2,591	590	486	59
rcent	100.0	71.8	66.1	2.7	1.8	1.1	(–)	28.2	25.1	2.1	0.5	(–)	(–)

[1]Includes both 9-10 and 11-12 month contract faculty who teach full time.

[2]Non-Hispanic.

[3]Includes full-time faculty at all ranks including instructors and others.

(–) - Less than 0.1 percent.

ote: Detail may not add to total because of rounding.

ource: Equal Employment Opportunity Commission, unpublished data.

TABLE 8

FULL-TIME ENROLLMENT IN INSTITUTIONS
OF HIGHER EDUCATION, BY RACIAL/ETHNIC GROUP AND
LEVEL AND CONTROL OF INSTITUTION: AGGREGATE UNITED STATES, FALL 1976

Level of Institution	Total	White[1]	Black[1]	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Non-Resident Alien
UNIVERSITY							
Total:							
Number	2,069,939	1,784,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.2	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
OTHER 4-YEAR							
Total:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	223,208	71,604	31,758	11,856	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-YEAR							
Total:							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	118,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public:							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1] Non-Hispanic.

Note: These data do not include those institutions that did not provide information by ethnic and racial categories.

Source: U.S. Department of Health, Education, and Welfare; Office for Civil Rights and National Center for Education Statistics, preliminary data.

TABLE 9

PERCENTAGES OF ASSOCIATE DEGREES AWARDED TO TWO-YEAR COLLEGE ENTRANTS FROM CLASS OF 1972, BY SEX, RACIAL/ETHNIC GROUP AS OF OCTOBER 1974

Racial/Ethnic Group	Men	Women
White	10.71	17.91
Black	13.63	10.45
Hispanic	5.23	8.78

Source: Response to CONAC query from unpublished material, National Center for Educational Statistics report: *Withdrawal from Institutions of Higher Education: An Appraisal with Longitudinal Data Involving Diverse Populations.*

Recommendations

The community colleges have been charged by our society to provide equal access to educational opportunities to **all** our citizens. Hispanic students have flocked to these institutions believing that their needs would be well served. However, all indications are that they are not receiving from the community colleges the quantity, much less the quality, of programs and services they need and deserve.

It is clear to me that we are treating our students as if they were **all** foxes or cranes—that we are using the same type of serving dish for all our students, when we **know** that some are foxes and others are cranes. It is clear that Hispanic students are not partaking of the "food" that the community colleges are serving.

In the meantime, enrollments throughout the country, especially in many institutions of higher education located in metropolitan areas where more than 80 percent of the Hispanics live, are declining. At best, they are holding steady.

Why don't community colleges serving these communities where Hispanics live make an honest attempt to provide good quality programs designed specifically for Hispanics? If they did, they would be providing a much needed service, meeting the promise of equal educational opportunity with which they have been charged—and in the process preserving themselves.

TABLE 10

HIGHER EDUCATION DEGREES EARNED BY RACIAL/ETHNIC GROUP AND SEX:
AGGREGATE UNITED STATES, 1975-76

	Total		White[1]		Black[1]		Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Nonresident Alien	
Level of Degree	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Associate:														
Total	488,677	100.0	413,100	84.5	40,965	8.4	22,714	4.6	2,517	0.5	5,695	1.2	3,686	0.8
Male	256,782	100.0	219,019	85.3	19,163	7.5	11,838	4.6	1,298	0.5	3,003	1.2	2,461	1.0
Female	231,895	100.0	194,081	83.7	21,802	9.4	10,876	4.7	1,219	0.5	2,692	1.2	1,225	0.5
Bachelor's:														
Total	927,085	100.0	811,772	87.6	59,187	6.4	26,220	2.8	3,498	0.4	11,323	1.2	15,085	1.6
Male	503,226	100.0	444,768	88.4	25,660	5.1	13,594	2.7	1,916	0.4	6,359	1.3	10,929	2.2
Female	423,859	100.0	367,004	86.6	33,527	7.9	12,626	3.0	1,582	0.4	4,964	1.2	4,156	1.0
Master's:														
Total	310,493	100.0	262,851	84.7	20,351	6.6	6,379	2.1	795	0.3	4,037	1.3	16,080	5.2
Male	165,971	100.0	139,539	84.1	7,809	4.7	3,316	2.0	432	0.3	2,499	1.5	12,376	7.5
Female	144,522	100.0	123,312	85.3	12,542	8.7	3,063	2.1	363	0.3	1,538	1.1	3,704	2.6
Medicine:														
Total	13,487	100.0	11,993	88.9	708	5.2	304	2.3	47	0.3	227	1.7	208	1.5
Male	11,294	100.0	10,163	90.0	504	4.5	245	2.2	36	0.3	177	1.6	169	1.5
Female	2,193	100.0	1,830	83.4	204	9.3	59	2.7	11	0.5	50	2.3	39	1.8
Law:														
Total	32,483	100.0	29,520	90.9	1,519	4.7	858	2.6	75	0.2	312	1.0	199	0.6
Male	26,237	100.0	23,999	91.5	1,102	4.2	697	2.7	59	0.2	230	0.9	150	0.6
Female	6,246	100.0	5,521	88.4	417	6.7	161	2.6	16	0.3	82	1.3	49	0.8
Ph.D. or Ed.D.:														
Total	33,799	100.0	27,435	81.2	1,213	3.6	407	1.2	93	0.3	583	1.7	4,068	12.0
Male	26,016	100.0	20,853	80.2	771	3.0	294	1.1	77	0.3	480	1.8	3,541	13.6
Female	7,783	100.0	6,582	84.6	442	5.7	113	1.5	16	0.2	103	1.3	527	6.8

[1]Non-Hispanic.

Note: Details may not add to totals because of rounding.

Source: U.S. Department of Health, Education, and Welfare; Office of Civil Rights and National Center for Education Statistics, unpublished tabulations.

As I have looked at the problems faced by the community colleges in their few attempts to serve the needs of Hispanics, I have concluded, as have many of my colleagues, that a thrust that has excellent possibilities is bilingual education. It is very apparent to me that an adult who has limited proficiency in English can learn ideas, concepts, and attitudes much more easily if taught in his or her own language. An adult can learn English much more easily if it is taught as it relates to an idea, concept, or an attitude which he or she is learning and in which he or she is interested than if it (English) is taught in a vacuum as most English-as-a-second-language classes are taught. And this in very simple terms is what bilingual education is about.

Pima College in Tucson is an institution which has made such an effort and has done it quite well. Other institutions throughout the country, from Eugenio Maria de Hostos Community College in the Bronx, to San Jose City College in California have shown that this approach works.

In effect if we have a student who is a fox, let us use a shallow bowl to serve him; let us not use a long, narrow, tall vase. If we have a student who is a crane, let us use a long, narrow, tall vase; let us not use a shallow bowl. Community colleges need to learn to do this much better than they have done to date—for Hispanics and for all students.

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